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ABSTRACT

Examination of dropout trends in New York City for 1986-87 reveals the following: (1) the annual dropout rate was 7.3 percent for the high schools, and 8.3 percent system-wide; (2) the estimated four-year dropout rate was 26.3 percent for the high schools, and 29.2 percent system-wide; (3) the 1986-87 four-year high school dropout rate was 6.2 percentage points lower than the 1984-85 rate, and 1.6 percentage points lower than the 1985-86 rate; (4) the 1986-87 four-year system-wide dropout rate was 6.1 percentage points lower than the 1984-85 rate, and 1.5 percentage points lower than the 1985-86 rate; (5) compared to the previous year, there were 7.0 percent fewer dropouts from day high schools; and (6) there were 17.0 percent fewer dropouts among students who were scheduled to enter high school from middle school: however, the number of dropouts among students still attending middle schools remained about the same. For the first time, the annual dropout rates and the estimated four-year dropout rates are calculated for the following ethnic/racial groups: (1) American Indian/Pacific Islander; (2) Asian; (3) Hispanic; (4) Black; and (5) White. The distribution of dropouts, and the total high school enrollment of these ethnic/racial cohorts are also included. Data are presented on nine tables. Appendices contain an explanation of procedures, a list of admission and discharge codes, a brief history of dropout accounting in New York City, and tables showing dropouts and graduates from New York City high schools by dropout category and by school. (Author/BJV)

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THE ANNUAL DROPOUT REPORT

1986-87

OEA Evaluation Report

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June, 1988

THE ANNUAL DROPOUT REPORT

1986-87

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ANNUAL DROPOUT REPORT 1986-87

HIGHLIGHTS

OVERVIEW

Since 1978, the New York City Board of Education has issued an *Annual Dropout Report*, providing information on students discharged as dropouts during the previous school year, and estimating a four-year dropout rate based on those statistics.

While we place greater weight on the cohort method of counting dropouts (applied in *The Cohort Report* on the Class of 1987), we are continuing to issue the *Annual Dropout Report*, largely because it allows us to place the dropout rate in historical perspective.

The inclusion of ethnic/racial data in this report is a major development in our ongoing study of the dropout rate. Our ethnic/racial analyses rely on information provided by individual schools. In this first year of data collection schools did not report the ethnicity/race of 18.8 percent of the students who dropped out last year. Our studies show that our findings are sound despite these missing data.

THE 1986-87 DROPOUT RATE

- The annual dropout rate was 7.3 percent for the high schools, and 8.3 percent system-wide.
- The estimated four-year dropout rate was 26.3 percent for the high schools, and 29.2 percent system-wide.

ANALYZING TRENDS

- The 1986-87 four-year high school dropout rate was 6.2 percentage points lower than the 1984-85 rate, and 1.6 percentage points lower than the 1985-86 rate. The 1986-87 four-year system-wide dropout rate was 6.1 percentage points lower than the 1984-85 rate, and 1.5 percentage points lower than the 1985-86 rate.
- Compared to the previous year, there were 7.0 percent fewer dropouts from day high schools.
- There were 17.0 percent fewer dropouts among students who were scheduled to enter high school from middle school. However, the number of dropouts among students still attending middle schools remained about the same.

ETHNICITY/RACE OF THE DROPOUT POPULATION

- The annual (one-year) dropout rates and the estimated four-year dropout rates for five ethnic/racial groups are presented below:

Ethnic/Racial Group	Dropout Rate	
	One Year (actual)	Four-Year (estimate)
Am.Ind./Pac.Isld.	6.6%	23.9%
Asian	3.3	12.7
Hispanic	8.9	31.1
Black	6.7	24.3
White	4.8	18.0

- The ethnic/racial distributions of dropouts and total high school enrollment are compared below:

Ethnic/ Racial Group	Percentage of Total H.S. Enrollment	Percentage of All Dropouts
Am.Ind./Pac.Isld.	0.1	0.1
Asian	7.1	3.5
Hispanic	29.5	39.3
Black	39.3	39.6
White	24.0	17.5

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I. INTRODUCTION

Since 1978, the New York City Board of Education has issued an Annual Dropout Report, providing information on students discharged as dropouts during the previous school year, and estimating a four-year dropout rate based on those statistics.

This report is similar to dropout reports issued in previous years, with one important exception. For the first time, we have computed dropout rates for the major ethnic/racial groups represented in our schools. The ethnic/racial analyses rely on retrospective information provided by staff of individual schools. In this first year of data collection, schools did not report the ethnicity/race of 18.8 percent of the students who dropped out last year. Our studies show that our findings are sound, despite missing data.

A TWO-PRONGED APPROACH TO COUNTING DROPOUTS

Last year, for the first time, the Office of Educational Assessment prepared two reports that addressed the citywide dropout rate. In addition to the Annual Dropout Report, we issued the Cohort Dropout Study: The Class of 1986, which applied a different method to counting dropouts. The cohort method tracked the more than 70,000 students who entered grade 9 in fall, 1982 and accounted for the status of all students on their expected graduation day, June, 1986. Using this information, we computed actual four-year graduation, dropout, and transfer rates for the Class of 1986.

The cohort study is a head count, not an estimate, of

dropouts over a four-year period. For this reason, we place more weight on its findings than on the four-year projections of the Annual Dropout Report. This year, we are issuing a Cohort Report on the Class of 1987, reporting on actual four-year graduation and dropout rates for that group, as well as an update on the Class of 1986.

WHY AN ANNUAL DROPOUT REPORT?

At the same time, we have prepared an Annual Dropout Report, applying the same methodology as in previous years. We continue to issue this report for three reasons.

First, this is the method used by the State Education Department to calculate the dropout rate. It is also the method that the National Center for Educational Statistics is considering for nation-wide statistical reporting.

Second, this method has been used in New York City for a decade, and allows us to put the dropout rate in historical perspective.

Third, it allows us to calculate dropout rates for major ethnic/racial groups now rather than in the future. The school system collected data on the ethnicity/race of dropouts for the first time last year. Since the cohort method requires longitudinal tracking over at least four years, our cohort study will not be able to address ethnicity/race for at least three more years. In the meantime, the Annual Dropout Report is the most appropriate method for providing this information.

OVERVIEW OF THIS REPORT

The Annual Dropout Report addresses a series of questions about the New York City public school system in 1986-87:

- How many students were first-time dropouts?
- What proportion of the student population dropped out?
- How many students graduated during the same period?
- From which schools did students drop out and graduate?
- Based on the number of actual dropouts in 1986-87, what is the estimated proportion of the high school class that drops out over the course of four years of high school?
- What are the ethnic/racial backgrounds of dropouts and of graduates?
- Based on the number of enrolled students for each ethnic/racial group, what percentage dropped out? What percentage finished high school?
- How do dropout statistics compare with those computed in previous years?
- What was the total number of students age 14 and over who left school? For what reasons?

In addressing these questions, we provide annual dropout rates for:

- individual high schools;
- the high schools, as a whole;
- the school system, as a whole;
- each major ethnic/racial group.

Projected four-year dropout rates are presented for each of the above except individual high schools.

Chapter II of this report discusses methodology. Chapter

III presents major findings. Chapter IV offers conclusions. The Appendices contain additional information on methodology, background materials, and data on individual schools.

II. METHODOLOGY

This report provides information on students who dropped out during the 1986-87 school year. While the analyses were conducted on individual student records maintained by the Office of Educational Data Services, the report focuses on citywide and schoolwide patterns, not on the educational outcomes of individual students.

STUDENT RECORDS

The annual dropout accounting method employed in this report counts all students who dropped out of the New York City public schools in the 1986-87 school year, no matter when they entered the system or how fast they progressed from grade to grade. To compute annual dropout rates, we divide the number of dropouts by the total number of students in the relevant population pool. The population pool for the high school dropout rate is the total high school population and that for the system-wide dropout rate is the total student population age 14 and over. The student records that form the basis for this report contain information on a student's current status, as well as previous admissions and discharges. By analyzing this information, we can distinguish first-time dropouts from those who have left the school system as dropouts before. Following a procedure established three years ago, the dropout rates do not include students who left school during 1986-87, then re-enrolled and were in school on October 31, 1987. This procedure conforms with New York State Education

Department high school re-registration practices. Appendix A contains more detailed information about procedures used to prepare this report.

COMPARABILITY WITH PAST METHODOLOGIES

In computing this year's annual dropout rates, we applied the same methodology and the same data definitions as we have for the past two years (i.e. 1984-85 and 1985-86). As for those years, we examined three additional data sources to confirm the status of students as dropouts. We did not count as dropouts:

- o students who, according to State Education Department reports, passed the Test of General Educational Development (G.E.D.), and thereby received a high school equivalency diploma;
- o students who re-enrolled in a New York City public school in September or October, 1987; and
- o confirmed participants in adult basic education or high school equivalency programs operated by the Office of Adult and Continuing Education.

We included in this year's accounting those students who were not counted as dropouts in 1985-86 because they had re-enrolled in fall, 1985, but who subsequently dropped out. (See Appendix A.)

ETHNIC/RACIAL DATA

In 1986-87, the Division of High Schools (D.H.S.) asked every high school in the system to provide information about the ethnic/racial background of its dropouts. (Appendix A contains a detailed discussion of data collection procedures.) In this first year of data collection, D.H.S. received ethnic/racial

information for 81.2 percent of all dropouts.

To increase the precision of estimated ethnic/racial dropout rates, we applied statistical adjustments for missing data. The procedures employed in adjusting the ethnic/racial dropout statistics for missing data are described in detail in Appendix A along with technical information on the analytic population.

The report also presents the ethnic/racial distribution of 1986-87 high school graduates. These data were provided by the Division of High Schools.

III. MAJOR FINDINGS

OVERVIEW

Analyses of 1986-87 data show a slight decline in the dropout rate -- both in the high schools and system-wide. The annual rate was 7.3 percent for the high schools, and 8.3 percent system-wide. Extrapolated over four years, these figures yield estimated four-year dropout rates of 26.3 percent for the high schools -- 1.6 percentage points lower than the previous year -- and 29.2 percent system-wide -- 1.5 percentage points lower than the previous year. Tables 1 and 2 present the computation of the dropout rates. Appendices A and B discuss in detail the procedures and definitions used by O.E.A. to calculate the dropout rates.

The decline in the dropout rate was apparent in nearly every part of the school system. Compared to 1986-87, there were 7.0 percent fewer dropouts from day high schools, and 4.2 percent fewer dropouts from retrieval programs. Special schools also showed a 10.7 percent decrease. In addition, there were 17.0 percent fewer dropouts among students who completed middle schools and were moving up to high schools. However, the number of dropouts among students who were attending middle schools remained about the same.

DROPOUT DISCHARGE CATEGORIES

Discharge records for three out of four dropouts (73.6 percent) showed only that they were over 17 and had their

Table 1

Computation of Dropout Rate for New York City High Schools
1986-87

Confirmed First-time Dropouts

From Day High Schools		17,714
From Retrieval Program (Left Day High School 1986-87)		1,467
	Total	19,181

Population Base for Rate Calculation

Official Register for Academic High Schools	225,939
Official Register for Vocational High Schools	29,250
Official Register for Alternative High Schools	6,511
Total	261,700

Estimation of Dropout Rate

$$\text{Annual Dropout Percentage} = \frac{19,181}{261,700} = 7.33 \text{ percent}$$

Annual Survival Rate = 100.00 - 7.33 = 92.67 percent

Four-year Projected
Survival Rate = (.9267 X .9267 X .9267 X .9267) = .7375

Four-year Projected
Dropout Rate = 1.0000 - .7375 = .2625 = 26.25 percent

NOTE: For reference purposes, in 1985-86 there were 20,524 dropouts and a population base of 261,406. The annual dropout percentage was 7.85 percent and the projected four-year rate was 27.89 percent.

Table 2

Computation of System-Wide Dropout Rate
for New York City Public Schools
1986-87

Confirmed First-time Dropouts*

From Day High Schools	17,714
From Retrieval Programs	5,004
From Special Schools	1,039
From Middle Schools	922
From Project Reentry	349
Total	25,028

Population Base for Rate Calculation

High School Enrollment, including Retrieval Programs	273,769
Ninth-Grade Students in Junior High Schools	21,232
Special Schools Students, Age 14 and Over (Estimated)	7,616
Total	302,617

Estimation of Dropout Rate

$$\text{Annual Dropout Percentage} = \frac{25,028}{302,617} = 8.27 \text{ percent}$$

$$\text{Annual Survival Rate} = 100.00 - 8.27 = 91.73 \text{ percent}$$

$$\text{Four-year Projected Survival Rate} = (.9173 \times .9173 \times .9173 \times .9173) = .7080$$

$$\text{Four-year Projected Dropout Rate} = 1.0000 - .7080 = .2920 = 29.20 \text{ percent}$$

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*For reference purposes, in 1985-86 there were 26,774 dropouts and a population base of 305,363, for an annual dropout percentage of 8.77 percent and a projected four-year rate of 30.73 percent.

parents' consent to leave school. In addition, 11.5 percent were discharged to other educational settings without confirmed admission; 7.7 percent left school for employment, job training, or military service; and 7.3 percent were not found after a search by the Bureau of Attendance. This pattern applied to dropouts from all programs except middle school and Project Reentry students, who were most frequently discharged as not found. Table 3 reports reasons for dropout discharge for students from each type of program. Table 4 presents dropout counts by program for each of the past five school years.

STUDENTS DISCHARGED FROM NEW YORK CITY SCHOOLS

We can place dropout statistics in context by examining the discharge records of all students, age 14 and over, who leave our school system. Table 5 shows the total number of students age 14 and over who left school in 1986-87, and the reasons for discharge. Slightly more than half (51.5 percent) satisfactorily completed their education -- an increase of 2.2 percentage points over the previous year. Confirmed dropouts (both first-time and previous dropouts) accounted for 30.0 percent of all discharges, a decrease of 1.0 percentage point from last year. The remaining 18.5 percent were discharged in non-dropout categories. Table 6 offers comparison data for the past three years.

INDIVIDUAL SCHOOL DATA

Appendices D and E report individual school data for

Table 3

Dropouts From New York City Public Schools
by Program and Type of Discharge
1986-87

Discharge Category	Confirmed First-Time Dropouts
Dropouts From Day High Schools	
Employment Certificate	536
Job Corps or Vocational Training Center	606
Business or Trade School	472
Military Service	82
Discharged to Auxiliary Services without Confirmed Admission	1,103
Discharged to Outreach Center without Confirmed Admission	547
Discharged to Evening High School without Confirmed Admission	625
Other Over 17	13,120
Not Found	623
Total Day High School Dropouts	17,714
Dropouts From Retrieval Programs	
Employment, Job Training, Military Service	410
Discharged to New Setting without Confirmed Admission	102
Other Over 17	4,273
Not Found	219
Total Retrieval Program Dropouts	5,004

NOTE: These figures exclude G.E.D. recipients, students currently active or discharged in non-dropout categories, and adult or continuing education students in good standing.

Table 3
(continued)

Dropouts From New York City Public Schools
by Program and Type of Discharge
1986-87

Discharge Category	Confirmed First-time Dropouts
Dropouts From Special Schools	
Employment, Job Training, Military Service	144
Discharged to New Setting without Confirmed Admission	5
Other Over 17	738
Not Found	152
Total Special Schools Dropouts	1,039
Dropouts From Intermediate and Junior High Schools	
Employment, Job Training, Military Service	116
Discharged to New Setting without Confirmed Admission	7
Other Over 17	142
Not Found	657
Total I.S. and J.H.S. Dropouts	922
Project Reentry Students	
Employment, Job Training, Military Service	21
Discharged to New Setting without Confirmed Admission	15
Other Over 17	146
Not Found	167
Total Project Reentry Dropouts	349

NOTE: These figures exclude G.E.D. recipients, students currently active or discharged in non-dropout categories, and adult or continuing education students in good standing.

Table 4

Dropouts From New York City Public Schools
1982-83 to 1986-87

Type of School	82-83	83-84	84-85	85-86	86-87
Day High Schools	28,791	28,207	23,494	19,058	17,714
Retrieval Programs	4,183	6,066	4,796	5,222	5,004
Special Schools	2,751	1,829	1,558	1,164	1,039
Middle Schools	1,492	1,436	1,227	918	922
Project Reentry	1,823	1,266	569	412	349
Total	39,040	38,804	31,644	26,774	25,028

Table 5

Discharge Categories of
All Students Age 14 and Over Who Left School
1986-87

Discharge Category	Number of Students	Percent of All Discharges
Completed H.S. Education		
Graduated*	41,337	42.7
Received Equivalency Diploma	7,399	7.6
Early College Admission	119	0.1
Completed H.S. Special Education Program	986	1.0
	48,841	51.5
Enrolled in New Educational Setting (Confirmed)		
Parochial School	1,221	1.3
Private School	720	0.8
Institutionalized	913	0.9
Adult or Continuing Education	214	0.2
G.E.D. Preparation	1,748	1.8
Home Instruction	32	0.0
	4,848	5.0
Other		
Moved from New York City	12,406	12.8
Deceased	160	0.2
Over 21	497	0.5
	13,063	13.5
Dropped Out**		
First-time Dropout	25,028	25.9
Previous Dropout	3,985	4.1
	29,013	30.0
Total Discharges	96,765	100.0

*From Division of High Schools 1987 "Annual Report on Graduates."

**These figures exclude G.E.D. recipients, students currently active or discharged in non-dropout categories, and adult or continuing education students in good standing.

Table 6

Discharge Categories of
All Students Age 14 and Over Who Left School
1983-84 through 1986-87

Discharge Category	1983-84 N	1983-84 %	1984-85 N	1984-85 %	1985-86 N	1985-86 %	1986-87 N	1986-87 %
Completed H. S. Education								
Graduated*	43,340	40.2	41,996	41.1	39,490	40.2	41,337	42.7
Received Equivalency Diploma	4,221	3.9	5,822	5.7	8,158	8.3	7,399	7.6
Early College Admission	150	0.1	126	0.1	111	0.1	119	0.1
Completed H.S. Special Eduation Prog.	193	0.2	74	0.1	660	0.7	986	1.0
Subtotal	47,904	44.4	48,018	47.0	48,419	49.3	49,841	51.5
Enrolled in New Educational Setting								
Parochial School	1,440	1.3	1,565	1.5	1,390	1.4	1,221	1.3
Private School	1,129	1.1	1,153	1.1	812	0.8	720	0.8
Institutionalized	993	0.9	953	0.9	959	1.0	913	0.9
Adult or Continuing Education	**	**	379	0.4	616	0.6	214	0.2
G.E.D. Preparation	774	0.7	1,100	1.1	2,117	2.2	1,748	1.8
Home Instruction	98	0.1	62	0.1	48	0.0	32	0.0
Subtotal	4,374	4.1	5,212	5.1	5,942	6.0	4,848	5.0
Other								
Moved from New York City	11,430	10.6	12,033	11.8	12,855	13.1	12,406	12.8
Deceased	191	0.2	180	0.2	169	0.2	160	0.2
Over 21	**	**	359	0.3	429	0.4	497	0.5
Subtotal	11,621	10.8	12,572	12.3	13,453	13.7	13,063	13.5
Dropped Out* **								
First-time Dropout	38,804	36.0	31,644	31.0	26,744	27.2	25,028	25.9
Previous Dropout	5,023	4.7	4,643	4.6	3,763	3.8	3,985	4.1
Subtotal	43,827	40.7	36,287	35.6	30,507	31.0	29,013	30.0
Total Discharges	107,726	100.0	102,089	100.0	98,321	100.0	96,765	100.0

*From Division of High Schools "Annual Report on Graduates".
**These categories were first used in 1984-85.
***These figures exclude G.E.D. recipients, students currently active or discharged in non-dropout categories, and adult or continuing education students in good standing.

academic/comprehensive, special, and vocational/technical high schools, arranged by superintendency, as well as data for alternative high schools. Appendix D reports, for each school, the number of dropouts, number of graduates, school enrollment, and the annual dropout percentage. Appendix E shows dropout counts for each type of dropout by school. Appendix F provides comparison data, showing school-by-school annual dropout percentages for the past five years.

ETHNICITY/RACE

Table 7 presents the actual one-year and estimated four-year dropout rates for the ethnic/racial high school populations. (Table 8 details the calculation of these dropout rates.)

Table 7

Dropout Rate for Ethnic/Racial
High School Populations

Ethnic/Racial Group	Dropout Rates	
	One-Year (Actual)	Four-Year (Estimate)
Hispanic	8.9%	31.1%
Black (Non-Hispanic)	6.7	24.3
White (Non-Hispanic)	4.8	18.0
Asian	3.3	12.7
American Indian/ Pacific Island	6.6	23.9
Overall H.S. Population	7.3%	26.3%

Hispanics were the only ethnic/racial group with a dropout rate higher than that for the overall high school population; their dropout rates exceeded those for the total high school population

Table 8

Computation of Dropout Rates for Ethnic/Racial Groups
in New York City Public Schools
1986-87

AMERICAN INDIAN/PACIFIC ISLANDER

Confirmed First-Time Dropouts	14
Population Base For Rate Calculation	214

Estimation Of Dropout Rate

Annual Dropout Percentage = $\frac{14}{214}$ = 6.54 percent

Annual Survival Rate = 100.00 - 6.54 = 93.46 percent

Four-year Projected Survival Rate = (.9346 X .9346 X .9346 X .9346) = .7630

Four-year Projected Dropout Rate = 1.0000 - .7630 = .2370 = 23.70 percent

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ASIAN

Confirmed First-Time Dropouts	543
Population Base for Rate Calculation	16,257

Estimation of Dropout Rate

Annual Dropout Percentage = $\frac{543}{16,257}$ = 3.34 percent

Annual Survival Rate = 100.00 - 3.34 = 96.66 percent

Four-year Projected Survival Rate = (.9666 X .9666 X .9666 X .9666) = .8729

Four-year Projected Dropout Rate = 1.0000 - .8739 = .1271 = 12.71 percent

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(Continued)

Table 8
(continued)

Computation of Dropout Rates for Ethnic/Racial Groups
in New York City Public Schools
1986-87

HISPANIC

Confirmed First-Time Dropouts	6,034
Population Base for Rate Calculation	67,896

Estimation of Dropout Rate

Annual Dropout Percentage = $\frac{6,034}{67,896}$ = 8.89 percent

Annual Survival Rate = 100.00 - 8.89 = 91.11 percent

Four-year Projected Survival Rate = (.9111 X .9111 X .9111 X .9111) = .6892

Four-year Projected Dropout Rate = 1.0000 - .6892 = .3108 = 31.08 percent

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BLACK (NON-HISPANIC)

Confirmed First-Time Dropouts	6,068
Population Base for Rate Calculation	90,379

Estimation of Dropout Rate

Annual Dropout Percentage = $\frac{6,068}{90,379}$ = 6.71 percent

Annual Survival Rate = 100.00 - 6.71 = 93.29 percent

Four-year Projected Survival Rate = (.9329 X .9329 X .9329 X .9329) = .7573

Four-year Projected Dropout Rate = 1.0000 - .7573 = .2427 = 24.27 percent

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Table 8
(continued)

Computation of Dropout Rates for Ethnic/Racial Groups
in New York City Public Schools
1986-87

WHITE (NON-HISPANIC)

Confirmed First-Time Dropouts	2,677
Population Base for Rate Calculation	55,312

Estimation of Dropout Rate

Annual Dropout Percentage = $\frac{2,677}{55,312}$ = 4.84 percent

Annual Survival Rate = 100.00 - 4.84 = 95.16 percent

Four-year Projected Survival Rate = (.9516 X .9516 X .9516 X .9516) = .8200

Four-year Projected Dropout Rate = 1.0000 - .8200 = .1800 = 18.0 percent

by 1.6 percentage points for one-year and 4.8 percentage points for the four-year estimate. Asians showed the lowest dropout rates followed by white students. The dropout rates for black students were slightly lower than those for the overall high school population.

Table 9 reports the ethnic/racial distributions of three high school populations: total enrollment as of October 31, 1986; and dropouts and graduates for 1986-87. Of the 15,336 first-time dropouts in 1986-87 that were included in the analysis, 39.3 percent were identified as Hispanic, and 39.6 percent were black. White students accounted for 17.5 percent; Asian students, 3.5 percent; and American Indian/Pacific Island students, 0.1 percent.

Hispanic students constituted 29.5 percent of the high schools' total enrollment, but accounted for 39.3 percent of their dropouts. They were overrepresented by 9.8 percentage points among dropouts. The percentage of black students among dropouts was approximately equal to their representation in the high schools. White students were underrepresented in the dropout population by 6.5 percentage points and the percentage of Asians among dropouts was only half their representation in the total high school enrollment.

The ethnic/racial distributions of graduates presented a mirror image of the dropout data. Fewer Hispanic students graduated then we would expect, based on their representation in the high school population. Again, black students were

Table 9

Ethnic/Racial Percentage Distributions of
Dropouts, Graduates, and All Students
Enrolled in New York City Public High Schools*
1986-87

Ethnic/Racial Group	Percent of: Dropouts (N=15,336)	Graduates (N=34,498)	Total Enrollment (N=229,810)
American Indian/ Pacific Islander	0.1%	0.2%	0.1%
Asian	3.5	9.6	7.1
Hispanic	39.3	22.8	29.5
Black (non-Hispanic)	39.6	35.4	39.3
White (non-Hispanic)	17.5	31.9	24.0
Total	100.0	100.0	100.0

*Thirteen high schools (comprising 13.4 percent of the high school dropouts, 11.0 percent of the graduates, and 12.0 percent of the total high school population) were omitted from all populations.

proportionately represented, and white and Asian students were overrepresented among graduates.

IV. CONCLUSIONS

While the dropout rate fell slightly in 1986-87, it remains too high, especially among Hispanic students. Reinforcing the holding power of our schools remains a top priority of the school system.

The school system's four-year dropout rate, projected on the basis of 1986-87 data, was 29.2 percent; data from the previous year yielded a 30.7 percent dropout rate. When our analyses included only high school students, the dropout rate was 26.3 percent based on 1986-87 data, and 27.9 percent based on the previous year's data.

While these data reflect a positive trend, they suggest that the Board of Education's programmatic efforts to combat the dropout rate must be reassessed and improved. These data suggest that as we redesign our dropout prevention programs, special attention must be paid to the needs of Hispanic students. These students account for a disproportionate number of dropouts, and are substantially underrepresented among graduates. Our findings indicate that a system-wide effort to meet their needs is appropriate.

APPENDIX A: PROCEDURES

DEFINITION OF DROPOUT

This report follows recent State Education Department guidelines in designating which students are counted as first-time dropouts. Accordingly, dropouts are those students who left school during the 1986-87 school year who did not re-enroll in another educational setting by November, 1987 and who had not been counted as dropouts in previous years. Students who left school and enrolled in programs which prepared them for the Test of General Educational Development (G.E.D.), leading to the high school equivalency diploma, are not considered dropouts, unless they drop out from the G.E.D. program.

In New York City, students can be legally discharged from the school system once they reach age 17, and have parental consent to leave school. Students with employment certificates may leave at age 16. Students who are absent for long periods of time and who cannot be located by the Bureau of Attendance can be discharged as "not found." This report considers "not found" students age 14 or over to be dropouts.

HIGH SCHOOL AND SYSTEM-WIDE DROPOUT RATES

High School Dropout Rate

The following students are included in the high school dropout rate:

- dropouts from academic/comprehensive, vocational/technical, and alternative high schools; and

- dropouts from dropout-retrieval programs who left an academic/comprehensive, vocational/technical, or alternative high school during the same school year.

System-wide Dropout Rate

In addition to the students included in the high school dropout rate, the system-wide dropout rate includes:

- dropouts from intermediate and junior high schools;
- high school "no shows" who failed to appear at the high school to which they were assigned and were determined to be dropouts by the Bureau of Attendance;
- dropouts from special education schools; and
- dropouts from retrieval programs who did not leave a day high school during the same school year.

THE STRUCTURE OF THE SCHOOL SYSTEM

Day High Schools

Most students age 14 and over in New York City attend academic/comprehensive or vocational/technical day high schools; in 1986-87 slightly more than 84 percent of the more than 300,000 students between the ages of 14 and 21 attended one of these 103 schools. There are also 16 alternative high schools which served about 10,000 students who had experienced difficulties in other school settings. Academic/comprehensive, vocational/technical, and alternative schools all offer high school diplomas.

Evening High Schools

Approximately 15,000 students each semester attended one or more evening high school classes. About 93 percent of these were

students simultaneously attending day high schools; the others had been formally discharged. Students discharged with three or fewer credits remaining are still eligible to receive a day high school diploma as "former students" when they complete their diploma requirements. Students who are four or more credits short of graduation when they are discharged from day high school are awarded an evening high school diploma when they complete their requirements.

Retrieval Programs

According to the 1986 annual audited register, approximately 12,000 students attended Division of High Schools programs for students who have left regular day schooling. These retrieval programs include Auxiliary Services for High Schools (A.S.H.S.), G.E.D. programs in regular day high schools, Outreach Centers, as well as Literacy Centers for students with very low reading levels. For purposes of this report, the Schools for Pregnant Teenagers and the Substance Abuse Programs are also considered retrieval settings in that they serve students who have left other educational programs leading to a high school diploma. The retrieval programs, the day high schools, and the evening high schools are all administered by the Division of High Schools.

Community School District And Project Reentry Students

A number of students age 14 and over remain outside the jurisdiction of the Division of High Schools. In 1986-87 these included: approximately 21 thousand ninth-graders in junior high

schools; over-age students who had not yet moved on to high school; and students who failed to appear at the high school to which they were assigned. This last group, the "no shows," are also known as Project Reentry students; if they do not eventually report to high school, they can be discharged as dropouts. Project Reentry students also include students who have been identified as at-risk of dropping out because of low attendance during the last year before high school.

Special Education Schools

Most special education students age 14 and over attend regular day high schools. The Division of Special Education also operates full-time programs for students whose handicaps preclude their participation in regular day high schools. These include the Occupational Training Centers for mentally handicapped students, day and residential treatment programs for emotionally handicapped students, and programs for students with physical or sensory impairments.

DROPOUT ACCOUNTING

Discharge Codes

The basic data from which the dropout statistics are derived are the regular reports of student admissions and discharges submitted to O.E.D.S. by the pupil accounting secretaries in each school. This information is then used to update each student's cumulative computerized record; information which has been replaced is stored as "history."

Students may be discharged from New York City schools in one of over twenty categories; six are considered dropout discharges as such. These include: leaving school after obtaining an employment certificate; entering military service; attending a business or trade school; joining the Job Corps or other vocational training; not found after a search by the Bureau of Attendance; and all others over 17 who leave school with parental consent. Other students counted as dropouts are those discharged to a retrieval program or evening high schools without confirmed admission.

Non-dropout discharge codes include any confirmed transfer to another educational setting, including home instruction; moving from New York City; several types of completion of one's high school career, such as graduation, early admission to college, receiving a high school equivalency diploma, and completion of the goals outlined on the special education individual educational plan (I.E.P.); and, new in 1984-85, reaching age 21. (For a listing of all discharge and admission categories, see Appendix B.)

Dropout Counts

In order to determine the basic dropout count for the 1986-87 school year, all records for students between 14 and 21 years of age were examined. From these records, O.E.D.S. identified all students discharged as dropouts between September 1, 1986 and July 1, 1987. In fall, 1987, O.E.D.S. sent the schools a name-by-name listing (the Discharge Verification Report) for

verification of each student's status as a 1986-87 dropout. O.E.D.S. also inspected the records of all students discharged to retrieval programs to confirm that all admissions to new settings had been recorded; any student whose admission could not be confirmed was considered a dropout. Following the completion of these dropout verification procedures and updating of the students' records, preliminary dropout counts were computed.

Several new procedures instituted in 1984-85 were continued in 1985-86 and again in 1986-87. All have the effect of crediting the schools and school system for students who either continue or complete their education after having initially dropped out of school. All of the changes are also consistent with policy and procedures used by the State Education Department (S.E.D.) when reviewing school retention rates for school registration purposes.

First, the report does not count as dropouts any students who, by October 31, 1987, returned to active status in the school system or whose discharge code had been updated to a non-dropout discharge category. This procedure first identified all students who dropped out of school in the 1986-87 school year and then searched for them in the October 31, 1987 version of the computerized student information system. Any students found in active status or in non-dropout discharge status were removed from the count of dropouts.

However, a student who subsequently drops out will be included in the following year's dropout count. For example, 1985-86 dropouts who returned to school in September, or October, 1986, and then dropped out, appear in the 1986-87 dropout count.

Second, students who left the New York City public schools and enrolled in adult or continuing education programs were not counted as dropouts. The procedure is the same as that described above, extending the accounting year to October 31; all 1986-87 dropouts were identified and then any found on the adult education registers were deleted from the count of dropouts. (Students reported to have left their adult education program were not deleted from the dropout count.)

Third, students who left the New York City public schools and subsequently received a G.E.D. from the S.E.D. were not considered dropouts. Before 1984-85, the only students credited with receiving a G.E.D. were those who reported this information to the schools themselves. However, beginning with 1984-85 the S.E.D. provided the school system a computer file of all New York City residents who received G.E.D.s. The S.E.D. computer file was used to update student status in the O.E.D.S. student information system file. In 1986-87, the G.E.D. computerized file was expanded to include New York City public school students who were discharged and then reported as receiving a G.E.D. from a New Jersey high school equivalency program during the 1986-87 school year. Any dropouts who received the G.E.D. were removed

from the count of dropouts.

Finally, the report has a more accurate accounting of students discharged to evening high schools. Only those evening high school students who did not graduate by fall, 1987, or whose admission could not be confirmed were counted as dropouts.

Estimation of the Dropout Rate

Past reports have defined the dropout rate as the proportion of students who do not complete high school. The most direct way to calculate this rate would be to follow each year's entering ninth-graders (a cohort) as they proceed through school. However, since reliable, computerized data were not available until 1982-83, the first opportunity for such a cohort study did not occur until after the 1985-86 school year. At present, O.E.A. issues both an annual and a cohort dropout study. The first study utilizing the cohort approach to dropout accounting was released in October, 1987. The report followed the class of 1986 over the standard four-year high school period identifying and quantifying student admissions and discharges for each year. A second cohort study, using the same procedure, tracks the class of 1987 from their entry into the ninth grade and updates the findings for the class of 1986. As in previous years, The Annual Dropout Report uses a procedure known as the survival rate method to compute an estimate of the four-year dropout rate.

The survival rate method projects the annual dropout percentage over four years. This method answers the following question: At a given annual rate of attrition, what percentage

of the population would remain in school after four years? Conversely, what percentage would drop out over four years? The method assumes that the factors of mobility are in balance. That is, the rate of transfer into the system equals the rate of transfer out.

Ethnicity/Race

In October, 1987, the Office of Educational Data Services (O.E.D.S.) sent each high school a preliminary listing of their 1986-87 dropouts, the Discharge Verification Report (D.V.R.), for status update. For the first time, schools were asked to identify the ethnic/racial background of each student in dropout status, using the following six categories: American Indian/Pacific Islander; Asian; Hispanic; non-Hispanic black; non-Hispanic white; and unknown. O.E.D.S. instructed schools to obtain the ethnic/racial information from staff who were familiar with each former student, including grade advisors, counselors, and attendance teachers.

Schools identified the ethnicity/race of 14,382 (81.2 percent) of the 17,714 high school dropouts for 1986-87; 1,320 (7.5 percent) were reported as ethnicity/race unknown; 2,012 (11.3 percent) were not categorized. Combining the unknown and not-categorized groups, ethnicity/race was not identified for 3,332 dropouts (18.8 percent).

As a first step in adjusting the ethnic/racial distribution of dropouts for unidentified students, we inspected the

percentage of missing ethnic/racial data by individual high school. Of the 119 high schools, all but 15 reported ethnic/racial information for at least 60 percent of their dropouts. We next inspected the ethnic/racial distributions of both dropouts and the total school population for each of these 15 high schools. Because two of these schools had extremely homogeneous populations, we were able to make reasonable assumptions about the ethnicity/race of their dropouts. Accordingly, they were included in the analysis. The ethnic/racial heterogeneity of the school populations for the other 13 high schools and the disparity between the ethnic/racial distributions of their dropout and total-school populations, precluded tenable assumptions about their missing data. Consequently, these schools were deleted from the analysis.

For each of the 106 schools included in the ethnic/racial analysis, missing cases were allocated to ethnic/racial categories in proportion to the distribution of dropouts whose ethnicity/race was identified on the D.V.R. for the individual school. Aggregate allocations and the resultant adjusted ethnic/racial dropout distribution are presented in Table A-1. Overall, the 106 schools did not identify the ethnicity/race of 10.3 percent (N = 1,573) of their dropouts. The allocation of these cases resulted in only minor adjustments to the school-reported ethnic/racial distribution; the largest change in

percentage of total dropouts for an ethnic/racial group was only .3 percentage points. The adjusted total dropout population included in the ethnic/racial analysis consisted of 15,336 cases, 86.6 percent of all 1986-87 high school dropouts.

As mentioned above, 13 schools that each had more than 40 percent missing ethnic/racial data were deleted from the analysis. The 13 schools and their percentages of missing data are listed in Table A-2. Deletion of these schools reduced the analytic populations by 2,378 dropouts (13.4 percent), 4,284 graduates (11.1 percent), and 31,589 total high school students (12.1 percent).

Table A-3 compares the total school population used in the analysis with the full high school population. The ethnic/racial percentage distributions of the two populations differed by no more than 1.1 percent for any of the five ethnic/racial groups.

Table A-1

Effect of Proportionate Allocation of Missing Cases
Upon the Ethnic/Racial Dropout Distribution

Source of Ethnic/Racial Data	Ethnic/Racial Group: Am. Indian/ Pac. Island. N	Pct.	Asian N	Pct.	Hispanic N	Pct.	Black N	Pct.	White N	Pct.	Total N***	Percent
Reported by School*	13	0.1%	500	3.6%	5,406	39.3%	5,409	39.3%	2,435	17.7%	13,763	(89.7%)
Allocated Proportionately**	1	0.1	43	2.7	628	39.9	659	41.9	242	15.4	1,573	(10.3%)
Adjusted Total+	14	0.1%	543	3.5%	6,034	39.3%	6,068	39.6%	2,677	17.5%	15,336	(100.0%)

Note. All percentages, except the last column on the right, are based on row totals.

*Reported by individual high school to Office of Educational Data Services on the October, 1987 Discharge Verification Report.

**Each school's unknown cases were prcportionately allocated individually based on the distribution of the school's reported ethnic dropouts.

***Does not include 13 schools (N = 2,378) that identified the ethnicity/race of less than 60 percent of their dropouts.

+These data were used in the ethnic/racial analyses.

Table A-2

High Schools Deleted from
the Ethnic/Racial Analysis

High School	Number of Dropouts	Percentage with Identified Ethnicity/Race
Humanities	59	49.1%
University Heights	2	0.0
Liberty	19	0.0
William H. Taft	464	30.0
DeWitt Clinton	698	0.0
Bronx Regional	31	58.2
Brooklyn Technical	24	20.8
Sarah J. Hale	331	59.5
George Westinghouse	83	53.0
Springfield Gardens	156	13.4
John Adams	206	16.5
Grover Cleveland	130	44.6
Hillcrest	175	42.3
TOTAL	2,378	26.0%*

* School officials identified the ethnicity/race of 619 (26.0 percent) of the 2,378 dropouts in these 13 schools.

Table A-3

Comparison of
Ethnic/Racial Distributions of Total
High School Population and Population
Used in the Ethnic/Racial Analysis

Ethnic/Racial Group	Total Population* (a) N	Percent	Population Used in Ethnic/Racial Analysis** (b) N	Percent	Percentage of Total Population in Ethnic/Racial Analysis (b/a)
American Indian/ Pacific Islander	264	0.1%	212	0.1%	81.1%
Asian	18,738	7.2	16,257	7.1	86.8
Hispanic	76,724	29.3	67,807	29.5	88.5
Black (Non-Hispanic)	104,739	40.1	90,250	39.3	86.3
White (Non-Hispanic)	60,934	23.3	55,284	24.0	90.8
Total	261,399	100.0%	229,810	100.0%	88.0%

*Based on the October 31, 1986 high school register including academic/comprehensive, vocational/technical, and alternative high schools.

**Excludes 13 schools that reported the ethnic/racial identity of less than 60 percent of the 1986-87 dropouts.

APPENDIX B: ADMISSION AND DISCHARGE CODES

ADMISSION CODES

Admission from another N.Y.C. Public School.....50
Admission from N.Y.C. Parochial School (not readmission).....51
Admission from Board of Education Home Instruction.....52
Readmission into the N.Y.C. Public Schools following formal discharge out of N.Y.C. Public Schools within the same school year.
-- from parochial school.....53
-- from other (private school, other cities, period of non-enrollment, etc.).....54
Readmission into the N.Y.C. Public Schools following formal discharge out of the N.Y.C. Public Schools in a previous school year.
-- from parochial school.....55
-- from other (private school, other cities, period of non-enrollment, etc.).....56
Admission: first time entrant into the N.Y.C. Public Schools other than from parochial school (includes Kindergarten and Grade 1 new entrants and pupils from private schools, other cities, etc.).....58

DISCHARGE CODES

Admitted to other N.Y.C. Public School.....00
Graduated: High School Diploma.....01
Obtained Employment Certificate.....02
Under 6 Years Old.....04
Admitted to Parochial School.....06
Admitted to Business or Trade School.....07
Admitted to Private School.....08
Private Instruction at Home (Non Board of Education).....09
In Institution (Non Board of Education).....10
Removal from New York City.....11
Not Found.....12
Deceased.....15
Home Instruction (Board of Education).....17
Enrolled in a College Early Admission Program prior to graduation from High School.....20
Over 21 Years Old.....21
Special Education Certificate Recipient.....22
Special Education I.E.P. Diploma.....23

"OVER 17" DISCHARGE CODES

To be used in conjunction with official regulations for the discharge of students who are 17 years of age or older.

Received New York State High School Equivalency Diploma.....30
Enrolled in Auxiliary Services for the High Schools.....31
Enrolled in an Outreach Center.....32
Enrolled in a N.Y.C. Public Evening High School to continue work toward a High School Diploma.....33
Enrolled in Job Corps or other similar vocational training program, including O.V.R.....34
Entered Military Service.....35
Enrolled in a full-time High School Equivalency program other than in Auxiliary Services or Outreach Centers.....36
Special Education "High School Completer".....37
Other - Over 17, not included in any categories above.....39

APPENDIX C:

HISTORY OF DROPOUT ACCOUNTING IN NEW YORK CITY

HISTORY OF DROPOUT ACCOUNTING IN NEW YORK CITY

Until 1981-82, dropout statistics were based on tabulations of admissions, discharges, and graduates which were collected by the schools and submitted to the central offices of the Board of Education. With the establishment of a computerized student information system, the Biofile, it became possible to relate these data to individual student records, and to identify students who dropped out but then re-enrolled. The historical records on the Biofile also made it possible to avoid duplicate counts of students who dropped out, returned to school, and then dropped out again.

Since 1977-78 the school system has greatly expanded its student information system. Improved accounting procedures, data collection methods, and definitions of dropout codes have all contributed to an increasingly accurate presentation of dropout statistics. At the same time, such improvements reduce the comparability of the annual dropout estimate from one year to the next. However, findings from previous reports do give some indication of the magnitude of the problem. Projected four-year dropout rates, all of which were based on aggregate data, were as follows: for academic year 1977-78, 44.3 percent; for 1978-79, 47.3 percent; and for 1980-81, 46.8 percent. In 1981-82 two rates were reported; the first, computed in the same way as in the previous three years, was 45.0 percent, and the second, which did not count as dropouts any students who re-enrolled within the same school year, was 41.4 percent. All figures from 1977-78 to

1981-82 refer only to students attending academic/comprehensive, vocational/technical, and alternative day high schools.

In 1982-83, dropout accounting was expanded to include all students served by the school system who were of high school age; i.e. 14 to 21 years. Data were gathered for community school district students attending intermediate and junior high schools, special education students, and also students attending special programs designed for the dropout population. In order to provide more information about the reasons students leave school, additional discharge categories were defined for use by the schools. Finally, continuing with the procedure established in 1981-82, an attempt was made to include only first-time dropouts. The estimated four-year rate for day high schools was 38.4 percent and the rate for all programs serving students age 14 and over was 41.7 percent.

Procedures in 1983-84 were essentially the same as in 1982-83. The estimated four-year rate for day high schools was 38.4 percent and the rate for all programs serving students age 14 and over was 41.9 percent. In 1984-85 procedures were introduced which credit the school system for students who either continue or complete their education after having initially dropped out of school. (See Appendix A.) The estimated four-year rate in 1984-85 for day high schools was 32.5 percent and the system-wide rate was 35.3 percent.

In 1985-86, the dropout accounting process remained the same

as in the 1984-85 dropout report. The estimated four-year rate for day high schools was 27.9 percent and for all students age 14 and over, the dropout rate was 30.7 percent. Past documents on the dropout rate include: The Dropout Report (October 16, 1979); High School Dropout Statistics, 1981-82 (March, 1983); Dropouts from New York Public Schools, 1982-83 (Spring 1984); Dropouts from New York Public Schools, 1983-84 (Spring 1985); The 1984-85 Dropout Report (February, 1986); The 1985-86 Dropout Report; and The Cohort Dropout Study: Class of 1986 (October, 1987).

APPENDIX D:

DROPOUTS AND GRADUATES FROM NEW YORK CITY HIGH SCHOOLS, 1986-87

Dropouts and Graduates From New York City High Schools

1986-1987

School	Dropouts	Oct.'86 Register	Dropout Percentage	Graduates
Art & Design	52	2,001	2.6	366
A. Philip Randolph	29	2,001	1.4	263
Chelsea	91	1,110	8.2	141
Fashion Industries	133	2,011	6.6	241
F. H. LaGuardia	51	2,467	2.1	576
George Washington	317	3,144	10.1	320
Graphic Comm. Arts	166	1,751	9.5	234
Human ies	59	1,642	3.6	221
Julia Richman	423	3,315	12.8	396
Louis D. Brandeis	283	2,792	10.1	394
Mabel D. Bacon	71	1,264	5.6	196
Martin Luther King, Jr.	328	2,604	12.6	356
Math and Science	23	1,308	1.8	200
Murry Bergtraum	123	2,793	4.4	554
Norman Thomas	129	3,011	4.3	561
Park West	278	3,383	8.2	291
Seward Park	260	3,536	7.4	484
Stuyvesant	4	2,610	0.2	643
Washington Irving	271	2,695	10.1	384
Manhattan	3,091	45,438	6.8	6,821
Adlai E. Stevenson	515	4,874	10.6	588
Alfred E. Smith	76	1,483	5.1	167
Bronx H.S. of Science	9	2,745	0.3	717
Christopher Columbus	230	1,773	13.0	483
Dewitt Clinton	698	5,038	13.9	485
Evander Childs	420	3,510	12.0	402
Grace Dodge	98	1,804	5.4	287
Harry S. Truman	140	2,240	6.3	472
Herbert H. Lehman	186	2,457	7.6	395
James Monroe	261	2,088	12.5	259
Jane Addams	78	1,630	4.8	173
John F. Kennedy	398	4,986	8.0	853
Lincoln-Hostos Academy*	0	71	0.0	0
Morris	188	1,996	9.4	184
Samuel Gompers	126	1,668	7.6	186
South Bronx	163	1,009	16.2	85
Theodore Roosevelt	400	3,388	11.8	353
University Heights*	2	169	1.2	0
Walton	330	3,484	9.5	462
William H. Taft	464	2,764	16.8	329
Bronx	4,782	49,177	9.7	6,880

* Lincoln-Hostos Academy and University Heights did not have a graduating class in 1986-87.

Dropouts and Graduates From New York City High Schools
1986-87
(continued)

School	Dropouts	Oct.'86 Register	Dropout Percentage	Graduates
Bushwick	190	2,441	7.8	191
Canarsie	93	1,931	4.8	397
Clara Barton	61	2,168	2.8	473
East New York	101	1,172	8.6	130
Edward R. Murrow	35	3,101	1.1	618
Erasmus Hall	241	3,675	6.6	511
Franklin D. Roosevelt	130	3,459	3.8	486
George W. Wingate	141	2,654	5.3	371
James Madison	147	3,009	4.9	546
John Dewey	83	3,189	2.6	667
Midwood	91	2,898	3.1	557
New Utrecht	272	3,114	8.7	520
Paul Robeson*	3	500	0.6	0
Prospect Heights	230	2,850	8.1	243
Samuel J. Tilden	149	2,712	5.5	512
Sheepshead Bay	159	2,974	5.3	389
South Shore	133	3,490	3.8	669
Thomas Jefferson	236	2,043	11.6	201
William H. Maxwell	84	1,321	6.4	246
Brooklyn	2,579	48,701	5.3	7,727
Abraham Lincoln	145	2,016	7.2	348
Automotive	128	1,437	8.9	137
Boys and Girls	531	4,128	12.9	358
Brooklyn Technical	24	4,366	0.5	755
Curtis	107	1,830	5.8	288
Eastern District	388	3,618	10.7	354
Eli Whitney	50	473	10.6	182
Fort Hamilton	99	2,769	3.6	476
George Westinghouse	83	2,126	3.9	278
John Jay	300	3,206	9.4	366
Lafayette	252	3,014	8.4	338
New Dorp	161	3,132	5.1	613
Port Richmond	98	2,446	4.0	481
Ralph McKee	33	1,153	2.9	148
Sarah J. Hale	331	2,534	13.1	308
Staten Island Technical	0	N/A	N/A	65
Susan Wagner	92	2,620	3.5	499
Telecommunications*	5	589	0.8	0
Tottenville	139	3,664	3.8	723
William E. Grady	50	1,528	3.3	246
BASIS	3,016	46,649	6.5	6,963

* Paul Robeson and Telecommunications did not have a graduating class in 1986-87.

Dropouts and Graduates From New York City High Schools
1986-87
(continued)

School	Dropouts	Oct.'86 Register	Dropout Percentage	Graduates
Andrew Jackson	232	2,837	8.2	439
August Martin	85	2,190	3.9	390
Aviation	84	2,099	4.0	320
Bayside	37	2,503	1.5	543
Beach Channel	178	2,160	8.2	318
Benjamin Cardozo	66	2,924	2.3	557
Far Rockaway	174	2,423	7.2	329
Flushing	66	2,166	3.0	373
Forest Hills	148	2,938	5.0	748
Francis Lewis	125	2,105	5.9	434
Franklin K. Lane	482	4,520	10.7	631
Grover Cleveland	130	2,918	4.5	563
Hillcrest	175	3,816	4.6	680
Jamaica	62	2,761	2.2	542
John Adams	206	3,072	6.7	522
John Bowne	114	2,965	3.8	597
Long Island City	121	2,211	5.5	438
Martin Van Buren	54	2,274	2.4	508
Newtown	166	4,137	4.0	769
Queens Vocational	121	1,404	8.6	196
Richmond Hill	123	1,925	6.4	332
Springfield Gardens	156	2,360	6.6	384
Thomas Edison	85	1,836	4.6	335
Townsend Harris*	0	614	0.0	0
William C. Bryant	196	3,489	5.6	616
Queens	3,386	64,647	5.2	11,564
Bronx Regional	31	558	5.6	50
Brooklyn College Academy	7	141	5.0	0
City-As-School	90	1,034	8.7	259
Concord	51	406	12.6	49
H.S. Redirection	134	808	16.6	84
International School	2	211	0.9	0
Liberty	19	581	3.3	0
Lower East Side Prep	43	769	5.6	95
Middle College	33	629	5.2	105
NYC Voc. Training Ctr.	26	413	6.3	189
Pacific	63	631	10.0	65
Park East	63	536	11.8	59
Phoenix School	54	451	12.0	32
Satellite Academy	114	1,105	10.3	231
Street Academy	44	317	13.9	29
West Side	86	767	11.2	135
Alternative High Schools	860	9,357	9.2	1,382

* Townsend Harris did not have a graduating class in 1986-87.

Total register for alternative high schools is the opening period register plus all admissions during the year.

APPENDIX E:

DROPOUTS FROM NEW YORK CITY HIGH SCHOOLS,

BY DROPOUT CATEGORY

1986-87

Dropouts From New York City High Schools, By Dropout Category
1986-1987

School	Employment, Job Training, Military	Discharged to New Setting Without Confirmed Admission	Other Over 17	Not Found	Total Dropouts
Art & Design	4	6	41	1	52
A. Philip Randolph	0	2	25	2	29
Chelsea	3	3	85	0	91
Fashion Industries	15	9	106	3	133
F. H. LaGuardia	2	3	45	1	51
George Washington	15	43	243	16	317
Graphic Comm. Arts	12	3	148	3	166
Humanities	8	3	40	8	59
Julia Richman	22	26	353	22	423
Louis D. Brandeis	12	27	237	7	283
Mabel D. Bacon	4	20	42	5	71
Martin Luther King, Jr.	22	20	259	27	328
Math and Science	6	4	11	2	23
Murry Bergtraum	2	8	109	4	123
Norman Thomas	9	16	104	0	129
Park West	14	20	242	2	278
Seward Park	61	40	153	6	260
Stuyvesant	0	0	4	0	4
Washington Irving	15	16	223	17	271
Manhattan	226	269	2,470	126	3,091
Adlai E. Stevenson	25	12	477	1	515
Alfred E. Smith	16	3	57	0	76
Bronx H.S. of Science	2	2	3	2	9
Christopher Columbus	22	5	196	7	230
Dewitt Clinton	60	30	607	1	698
Evander Childs	40	123	236	21	420
Grace Dodge	4	8	83	3	98
Harry S. Truman	16	6	112	6	140
Herbert H. Lehman	16	1	167	2	186
James Monroe	34	15	212	0	261
Jane Addams	2	5	70	1	78
John F. Kennedy	46	25	315	12	398
Lincoln-Hostos Academy	0	0	0	0	0
Morris	7	11	163	7	188
Samuel Gompers	16	25	85	0	126
South Bronx	27	12	102	22	163
Theodore Roosevelt	36	44	318	2	400
University Heights	1	1	0	0	2
Walton	25	33	268	4	330
William H. Taft	61	32	359	12	464
Bronx	456	393	3,830	103	4,782

Dropouts From New York City High Schools, By Dropout Category
1986-87
(Continued)

School	Employment, Job Training, Military	Discharged to New Setting Without Confirmed Admission	Other Over 17	Not Found	Total Dropouts
Bushwick	33	62	82	13	190
Canarsie	4	6	80	3	93
Clara Barton	9	13	35	4	61
East New York	15	23	60	3	101
Edward R. Murrow	1	0	29	5	35
Erasmus Hall	4	16	208	13	241
Franklin D. Roosevelt	10	7	110	3	130
George W. Wingate	7	6	121	7	141
James Madison	21	22	103	1	147
John Dewey	6	4	72	1	83
Midwood	5	6	77	3	91
New Utrecht	30	11	214	17	272
Paul Robeson	3	0	0	0	3
Prospect Heights	19	25	176	10	230
Samuel J. Tilden	12	27	99	11	149
Sheepshead Bay	9	11	131	8	159
South Shore	12	13	98	10	133
Thomas Jefferson	25	21	179	11	236
William H. Maxwell	1	9	66	8	84
Brooklyn	284	346	2,120	140	2,890
Abraham Lincoln	19	79	41	6	145
Automotive	28	11	89	0	128
Boys and Girls	81	137	290	23	531
Brooklyn Technical	3	5	14	2	24
Curtis	7	15	75	10	107
Eastern District	15	75	279	19	388
Eli Whitney	11	7	30	2	50
Fort Hamilton	14	7	78	0	99
George Westinghouse	16	22	41	4	83
John Jay	25	3	271	1	300
Lafayette	20	14	218	0	252
New Drop	8	24	126	3	161
Port Richmond	12	15	65	6	98
Ralph McKee	1	8	23	1	33
Sarah J. Hale	52	69	200	10	331
Staten Island Technical	0	0	0	0	0
Susan Wagner	8	19	64	1	92
Telecommunications	4	0	1	0	5
Tottenville	8	22	106	3	139
William E. Grady	3	24	20	3	50
BASIS	277	492	1,851	85	2,705

Dropouts From New York City High Schools, By Dropout Category
1986-87
(Continued)

School	Employment, Job Training, Military	Discharged to New Setting Without Confirmed Admission	Other Over 17	Not Found	Total Dropouts
Andrew Jackson	33	28	162	9	232
August Martin	10	15	60	0	85
Aviation	1	6	76	1	84
Bayside	2	9	25	1	37
Beach Channel	20	81	70	7	178
Benjamin Cardozo	11	29	23	3	66
Far Rockaway	7	3	161	3	174
Flushing	13	18	34	1	66
Forest Hills	9	34	96	9	148
Francis Lewis	11	1	111	2	125
Franklin K. Lane	28	8	426	20	482
Grover Cleveland	22	43	59	6	130
Hillcrest	30	12	104	29	175
Jamaica	8	18	36	0	62
John Adams	27	71	101	7	206
John Bowne	8	72	25	9	114
Long Island City	21	54	31	15	121
Martin Van Buren	6	4	43	1	54
Newtown	5	31	117	13	166
Queens Vocational	7	1	112	1	121
Richmond Hill	11	12	95	5	123
Springfield Gardens	23	33	99	1	156
Thomas Edison	11	36	38	0	85
Townsend Harris	0	0	0	0	0
William C. Bryant	19	41	132	4	196
Queens	343	660	2,236	147	3,386
Bronx Regional	9	5	16	1	31
Brooklyn College Academy	2	0	5	0	7
City-As-School	4	28	55	3	90
Concord	3	4	43	1	51
H.S. Redirection	6	17	111	0	134
International School	1	0	1	0	2
Liberty	2	0	11	6	19
Lower East Side Prep	14	1	27	1	43
Middle College	4	12	17	0	33
N.Y.C. Voc. Training Ctr	7	1	18	0	26
Pacific	15	6	39	3	63
Park East	9	0	52	2	63
Phoenix School	4	0	50	0	54
Satellite Academy	7	22	84	1	114
Street Academy	2	3	35	4	44
West Side	21	16	49	0	86
Alternative High Schools	110	115	613	22	860
All Day High Schools	1,696	2,275	13,120	623	17,714

APPENDIX F:

ANNUAL DROPOUT PERCENTAGES FOR EACH NEW YORK CITY HIGH SCHOOL

1982-83 TO 1986-87

Comparison of Annual Dropout Percentages
1982-83 to 1986-87
(continued)

School	82-83	83-84	84-85	85-86	86-87
Bushwick	21.0	17.6	13.6	10.5	7.8
Canarsie	10.1	9.5	8.6	5.8	4.8
Clara Barton	4.1	3.1	2.8	2.6	2.8
East New York	14.5	10.0	6.5	6.4	8.6
Edward R. Murrow	3.0	3.4	1.6	1.4	1.1
Erasmus Hall	11.5	14.7	9.0	12.4	6.6
Franklin D. Roosevelt	13.3	14.1	10.1	4.5	3.8
George W. Wingate	14.4	14.3	10.2	8.6	5.3
James Madison	12.1	9.3	6.8	5.4	4.9
John Dewey	3.4	3.6	2.7	2.8	2.6
Midwood	6.3	5.9	2.9	3.2	3.1
New Utrecht	10.5	8.4	9.9	6.8	8.7
Paul Robeson	N/A	N/A	N/A	0.7	0.6
Prospect Heights	11.6	18.4	6.3	7.9	8.1
Samuel J. Tilden	6.1	9.1	6.9	5.7	5.5
Sheepshead Bay	7.7	14.0	7.1	5.7	5.3
South Shore	5.6	9.8	5.1	4.8	3.8
Thomas Jefferson	19.9	19.7	10.7	12.8	11.6
William H. Maxwell	9.6	9.8	9.5	6.3	6.4
Brooklyn	9.9	10.7	7.1	6.0	5.3
Abraham Lincoln	10.6	9.5	7.9	6.7	7.2
Automotive	4.7	8.1	8.7	6.2	8.9
Boys and Girls	20.0	17.5	12.9	10.0	12.9
Brooklyn Technical	3.0	2.6	2.3	1.3	0.5
Curtis	7.3	9.1	9.0	4.6	5.8
Eastern District	19.1	20.5	18.0	10.9	10.7
Eli Whitney	9.7	14.4	14.6	9.8	10.6
Fort Hamilton	14.9	14.9	11.6	9.7	3.6
George Westinghouse	1.9	6.5	2.3	3.1	3.9
John Jay	24.0	18.2	13.4	9.6	9.4
Lafayette	8.6	17.9	14.6	5.2	8.4
New Dorp	4.3	7.7	6.1	5.0	5.1
Port Richmond	4.5	6.4	3.9	4.7	4.0
Ralph McKee	5.3	4.1	3.6	3.3	2.9
Sarah J. Hale	20.0	14.3	12.2	6.0	13.1
Staten Island Tech.	N/A	N/A	N/A	N/A	0.0
Susan Wagner	5.1	5.9	4.3	4.4	3.5
Telecommunications	N/A	N/A	N/A	0.4	0.8
Tottenville	4.7	6.3	4.6	3.7	3.8
William E. Grady	7.9	10.3	6.3	5.5	3.3
BASIS	10.0	11.0	8.8	6.1	6.5

Comparison of Annual Dropout Percentages
1982-83 to 1986-87

School	82-83	83-84	84-85	85-86	86-87
Art & Design	3.9	3.6	2.1	2.1	2.6
A. Philip Randolph	3.5	1.5	1.5	1.8	1.4
Chelsea	9.3	11.3	9.9	6.6	8.2
Fashion Industries	6.2	7.1	8.0	5.3	6.6
F. H. LaGuardia	2.3	2.2	1.9	3.2	2.1
George Washington	17.3	15.3	15.3	13.3	10.1
Graphic Comm. Arts	10.0	9.9	7.2	7.3	9.5
Humanities	N/A	2.6	2.1	3.0	3.6
Julia Richman	11.5	16.2	14.6	12.8	12.8
Louis D. Brandeis	17.1	20.5	13.5	11.4	10.1
Mabel D. Bacon	4.4	7.1	5.2	4.1	5.6
Martin Luther King, Jr	15.9	15.3	16.2	12.6	12.6
Math and Science	N/A	0.3	0.1	1.2	1.8
Murry Bergtraum	3.2	2.2	2.0	2.1	4.4
Norman Thomas	4.1	5.8	5.0	4.8	4.3
Park West	11.3	14.8	13.7	9.6	8.2
Seward Park	13.5	13.4	12.8	10.5	7.4
Stuyvesant	0.5	0.3	0.4	0.3	0.2
Washington Irving	13.2	13.5	11.7	10.7	10.1
Manhattan	9.8	10.6	8.7	7.3	6.8
Adlai E. Stevenson	15.8	11.7	9.8	9.1	10.6
Alfred E. Smith	3.5	11.1	13.1	5.8	5.1
Bronx H.S. of Science	0.6	0.4	0.3	0.3	0.3
Christopher Columbus	13.1	11.7	10.6	12.2	13.0
Dewitt Clinton	16.4	12.6	8.4	4.4	13.9
Evander Childs	9.5	20.6	13.4	11.6	12.0
Grace Dodge	4.4	6.2	8.4	5.0	5.4
Harry S. Truman	6.5	5.3	6.2	5.7	6.3
Herbert H. Lehman	11.3	10.3	10.2	9.2	7.6
James Monroe	22.3	19.5	15.1	14.8	12.5
Jane Addams	7.2	10.2	7.3	7.8	4.8
John F. Kennedy	13.6	14.2	9.4	8.8	8.0
Lincoln-Hostos Academy	N/A	N/A	N/A	N/A	0.0
Morris	16.7	14.8	18.9	13.8	9.4
Samuel Gompers	10.4	7.5	6.2	4.7	7.6
South Bronx	16.4	*13.3	16.2	8.6	16.2
Theodore Roosevelt	24.9	11.5	26.1	11.3	11.8
University Heights	N/A	N/A	N/A	N/A	1.2
Walton	13.4	11.1	10.2	11.3	9.5
William H. Taft	13.8	19.3	19.7	17.8	16.8
Bronx	12.7	11.9	11.7	9.2	9.7

*The 1983-84 dropout percentage was corrected in compliance with recommendations from the 1987 New York State Comptroller's audit of the 1983-84 Dropout Report.

Comparison of Annual Dropout Percentages
1982-83 to 1986-87
(continued)

School	82-83	83-84	84-85	85-86	86-87
Andrew Jackson	16.9	8.2	10.0	11.0	8.2
August Martin	3.3	2.8	2.7	2.5	3.9
Aviation	3.3	4.5	3.4	2.2	4.0
Bayside	4.5	5.8	7.0	5.7	1.5
Beach Channel	9.0	7.3	6.9	8.1	8.2
Benjamin Cardozo	5.4	4.5	4.6	4.2	2.3
Far Rockaway	8.4	9.5	11.0	8.8	7.2
Flushing	10.9	10.5	8.3	5.7	3.0
Forest Hills	6.0	6.1	5.0	4.1	5.0
Francis Lewis	9.4	8.7	8.0	6.1	5.9
Franklin K. Lane	17.2	14.3	12.7	11.8	10.7
Grover Cleveland	11.1	11.4	10.4	9.7	4.5
Hillcrest	7.7	7.1	5.9	4.8	4.6
Jamaica	3.9	5.5	4.7	3.2	2.2
John Adams	10.3	12.4	9.3	9.0	6.7
John Bowne	8.8	7.8	6.1	3.5	3.8
Long Island City	12.6	9.4	10.7	7.9	5.5
Martin Van Buren	4.0	3.0	3.4	2.6	2.4
Newtown	10.8	10.7	9.1	3.8	4.0
Queens Vocational	13.0	10.6	9.5	4.9	8.6
Richmond Hill	11.5	14.5	10.8	9.4	6.4
Springfield Gardens	9.4	12.5	9.6	7.2	6.6
Thomas Edison	6.8	9.2	6.3	7.5	7.5
Townsend Harris	N/A	N/A	0.0	0.0	0.0
William C. Bryant	14.7	11.1	10.8	11.1	5.6
Queens	9.6	8.9	7.9	6.6	5.2
Bronx Regional	14.7	20.2	20.1	16.4	5.6
Brooklyn Coll. Academy	N/A	N/A	N/A	N/A	5.0
City-As-School	23.4	19.3	15.7	9.2	8.7
Concord	6.7	9.7	6.0	11.7	12.6
H.S. Redirection	30.5	22.8	23.1	18.9	16.6
International School	N/A	N/A	N/A	N/A	0.9
Liberty	N/A	N/A	N/A	N/A	3.3
Lower East Side Prep	20.1	19.4	12.7	13.3	5.6
Middle College	12.0	10.9	5.8	6.7	5.2
N.Y.C. Voc. Trning Ctr	N/A	N/A	N/A	N/A	6.3
Pacific	18.6	19.4	5.8	12.1	10.0
Park East	21.4	18.9	11.8	17.9	11.8
Phoenix School	N/A	N/A	N/A	N/A	12.0
Satellite Academy	13.6	13.0	9.2	10.5	10.3
Street Academy	NA	3.3	8.4	9.3	13.9
West Side	23.4	12.9	12.8	17.6	11.2
Alternative H.S.	18.9	18.0	12.5	13.0	9.2
All Day High Schools	11.4	11.4	9.4	7.9	7.3